Hispanic Student Perceptions of College Readiness
Recent College Readiness Initiatives in Texas

• College readiness is at the forefront of education policy rhetoric
• In 2005, the 79th Texas Legislature passed House Bill One, “The Advancement of College Readiness in Curriculum”
  • The Texas Education Agency (TEA) drafted College and Career Readiness Standards (CCRS) in Reading, English, Math, Science, and Social Studies
  • Teams of Secondary and Post-Secondary Educators drafted these standards.
  • The Texas Higher Education Coordinating Board unanimously approved these standards in 2008

(Educational Policy Improvement Center, 2008)
State of College Readiness in Texas

- An increasing number of students are now entering college in Texas
- Texas trails many states in college preparation
  - Six year graduation rate: 50.2% with Texas Ranked 34th
  - First-year retention rate: 74.7% with Texas ranked 39th
    (College Measures, 2015)
Increasing Hispanic Population in Texas

• In 2014, Hispanics comprised 38% of the Texas population (Warner, 2014)
• In 2050, this percentage is projected to increase to 49.8% (Warner, 2014)
• Currently, approximately 80% of all jobs require post-secondary education (College Measures, 2015)
• Due to the increase of Hispanics entering the Texas workforce, preparing them for college and careers is vital
State of College Readiness for Hispanic Students

- College matriculation rates of Hispanic students increased in recent years (ACT, 2014)
- Growth is needed in college attendance and completion
  - In 2013, 36% of all adults nationwide held an associates degree or higher
  - In 2013, only 20% of Hispanic adults held an associates degree or higher (ACT, 2014)
Hispanic Students in Remedial Programs

• College Remedial Programs
  • 50% of college students seeking an associate’s degree and 20% of those seeking a bachelor’s degree require remediation (Complete College America, 2011)
  • 41% of Hispanic students nationwide require remediation (National Conference of State Legislatures, 2015)
  • In 2012, 57% of Hispanic students in Texas entering two-year colleges require remediation (Complete College Texas Report, 2013)
  • Many educators believe that remedial programs function as “gatekeepers” that prevent minority students from advancing in their education and their careers (Bettinger and Long, 2005)
A significant number of students, with many Hispanic student among them, enter college ill-prepared for college coursework. This phenomenon occurs due to three main factors: lower-order thinking activities in high school courses (Barnes, Slate, & Le-Bouef, 2010), differing writing requirements/expectations from high school to college (National Writing Project, 2011), and neglect of study skills and time management skills at the high school level (BCSSE, 2012).
Solutions Currently in Use

• More Advanced Placement courses are now offered at many high schools
• Alignment of high school instructional practices to those of college courses (Conley, 2007)
• Partnerships between high schools and local universities
  • Early college high schools (Laredo ISD Website, 2015)
  • Rice University Center for College Readiness (Gigliotti, 2012)
  • Summer bridge programs (Barnett et. al., 2012)
  • Concurrent enrollment courses (Conley, 2003)
Research Questions

• Which educational practices used in traditional public high schools in Texas hinder the college preparedness of Hispanic students?

• Which educational practices used in early college high schools and select traditional high schools prove to increase college readiness among the Hispanic students in the two populations of public high school students?
The researcher will survey entering college freshmen at a Hispanic Serving Institution coming from the following types of secondary schools:

- Traditional high schools
- An early college high school
- Students who took dual enrollment courses during high school

The researcher will also survey college sophomores at a Hispanic Serving Institution from the following subgroups:

- Students who attended the early college high school
- Students who attended traditional high schools
- Students who took dual enrollment courses during high school
Methodology (cont’d)

• The researcher will provide each college freshman participant with a survey containing questions regarding the instructional practices undergone during their senior year of high school.

• The college sophomore participants will complete surveys containing questions regarding the instructional practices encountered during their senior year of high school and their freshman year of college.

• Both groups will answer open ended questions and provide additional comments at the end of their surveys.
Hypotheses

• The researcher posits that many educational practices used in traditional public high schools hinder the preparation of Hispanic students for college coursework.

• The researcher predicts that this study will demonstrate that early college high schools and high schools that offer dual credit courses improve the college readiness of Hispanic students.
References

References


References

• Educational Policy Improvement Center (2009) *College and career readiness standards*. Austin, TX: University Printing Services